

Schedule

**New Directions Colombia 2021
JULY**

1 Thursday

**Pre-Conference
Workshops**

8:00 - 9:30 A.M (GMT -5) PRE-CONFERENCE WORKSHOPS

How language assessment works: speaking

 Christopher Redmond

The assessment of speaking is a significant challenge for teachers, particularly those more accustomed to teaching the receptive skills of Listening and Reading. Across the world, the demand for higher levels of assessment literacy among teachers and other assessment practitioners is increasing, and this workshop has been created for those currently lacking the knowledge, skills and abilities required to design, develop, maintain or evaluate, large-scale standardised and/or classroom-based tests.

Classroom-based writing assessment: 'Task wording affects writing task difficulty. Discuss

 Carolyn Westbrook
Richard Spiby

In this workshop, participants will consider the ways in which writing tasks can affect task difficulty and will discuss the implications of this with regard to test fairness across groups of test-takers. We will consider the importance of using test specifications to maintain consistency of assessment across groups. Workshop participants will then work together in designing two tasks of approximately equivalent difficulty.

10:00 - 11:30 A.M (GMT -5) PRE-CONFERENCE WORKSHOPS

Validity and validation processes: basic concepts and possible applications

 Neus Figueras
Oscar Soler-Canela

**The workshop will be delivered in Spanish*

The workshop will briefly outline the present state of affairs in relation to validation and present different existing approaches and models in the field of language assessment. The presenters will address issues related with any validation process and the participants will have the opportunity to reflect on the implications of a validation process and on how to adapt and/or put them into practice with the resources available in their own context.

Introduction to item writing for classroom-based assessment

 Philip Horne
Olena Rossi

The workshop will provide practical suggestions on standardizing item writing for classroom assessment, so that the results of tests administered by different teachers or with different test versions are comparable. The focus is on designing productive skills tasks as these are notoriously susceptible to variation: standardizing speaking/writing task production will in less variation thus making assessment more reliable.

Fundamentals of data visualization

 Dylan Burton
Richard Spiby

This interactive workshop will consider the fundamental of data visualization for language assessment researchers and practitioners. Participants will have the opportunity to learn and discuss what makes visuals effective and what we can do to improve the storytelling capacity of our data. Importantly, we will consider a range of data sources and how best to visualize these, as well as the advantages and disadvantages of everything from bar graphs to more complex visuals.

8:00 - 8:05 A.M (GMT -5) OPENING ADDRESS

 Mr. Colin Martin-Reynolds, British Ambassador to Colombia

8:10 - 8:50 A.M (GMT -5) THE ANNUAL NEW DIRECTIONS WEIR LECTURE: PROFESSIONALISING LEARNING SYSTEMS

 Professor Barry O'Sullivan

8:55 - 9:40 A.M (GMT -5) IN CONVERSATION WITH PISA: THE CHALLENGES AND OPPORTUNITIES ASSOCIATED WITH FOREIGN LANGUAGE ASSESSMENT IN PISA 2025

 Professor Barry O'Sullivan & Andreas Schleicher

9:45 - 10:00 A.M (GMT -5) BREAK

10:05 - 11:45 A.M (GMT -5) PARALLEL SESSIONS

Language assessment literacy 1	Language assessment literacy 2	Professionalising English assessment in learning systems 1	Operationalising the ESP construct
<p>10:05 - Item writing training: crucial for quality assessments and an opportunity for educators  Erica Balazs  Mark O'Sullivan</p> <p>10:40 - Feedback in EFL classroom: a revision about Chilean context  Yéssica Aguilera Fuentes</p> <p>11:15 - A validity case for procedural assessment literacy for EFL teachers  Philip Home</p>	<p>10:05 - LAL: Bridging theory and practice within a high-stakes language policy  Mabel Cristina Quinchia  Edgar Picón Jácome</p> <p>10:40 - Survey on language assessment literacy in Latinamerica: preliminary results  Elsa Fernanda Gonzalez  Gladys Quevedo Camargo  Salome Villa Larenas</p> <p>11:15 - Exploring feedback practices at an adult English program  Johana Andrea Melo  Daniela Sanchez</p>	<p>10:05 - Developing localised tests to professional standards  Johanna Motteram  Gemma Bellhouse</p> <p>10:40 - A nationwide proficiency certification system for English in Cuban universities  Ivonne de la Caridad Collada  Arlenys Palmero Ortega  Tahiri Perez Perdomo</p> <p>11:15 - Digital English language assessment in Mexican public schools  Roxana Antohi</p>	<p>10:05 - A practical framework for ESP / CLIL self assessment  Colm Downes</p> <p>10:40 - Hackatons: assessing agency and collaborative innovation  David Vallejo</p> <p>11:15 - Developing an English for aviation assessment: a case study  Simon Cook</p>
Assessing productive skills 1	Assessing productive skills 2	IELTS Strand	Assessment in times of crisis
<p>10:05 - Investigating validity of an AI speaking feedback system  Trevor Breakspear</p> <p>10:40 - How do computers assess speaking skills?  Rose Clesham</p> <p>11:15 - Metacognition tools to improve writing  Larissa Tatiana Rico Buitrago  Yenifer Agudelo Correa</p>	<p>10:05 - A five-tiered guide to assess productive skills in CLIL  Leonardo Varela Santamaria</p> <p>10:40 - CAF: upgrading speaking assessment paradigms  Jaime Andrés Galindo Ochoa</p> <p>11:15 - Assessing the intercultural communicative competence in second language contexts in a pre-service program  Tatiana Mesa Hoyos  Carlos Rico Troncoso</p>	<p>10:05 - Emerging construct of academic speaking in digitally-mediated communication in higher education settings  Fumiyo Nakatsuhara  Lynn May  Nahal Kabbazbashi</p> <p>10:40 - Incorporating mediation descriptors into rating criteria for an integrated EAP writing task  Carolyn Westbrook  Tony Clark  Richard Spiby  Reza Tasviri</p> <p>11:15 - Comprehensibility features in rating scale design: a preliminary study  Sheryl Cooke  Elaine Schmidt</p>	<p>10:05 - Skills based assessment for PYL of English as a second language  Nicola Walsh</p> <p>10:40 - Assessment in times of crisis  Andrew Khan</p> <p>11:15 - Accessibility in remote-delivered and computer-based English tests: what is the British Council doing?  Gemma Bellhouse</p>

Meet our partners














Scheduled presentations. Please check conference website for details

11:50 - 12:50 P.M (GMT -5) PANEL: TEACHER EDUCATION & TRAINING FOR LANGUAGE ASSESSMENT

 Panellists: Susan Jones | Salome Villa Larenas | Alberto Costa | Amy Lightfoot
Chair: Thom Kiddle

12:55 - 13:40 P.M (GMT -5) LUNCH BREAK

13:45 - 14:15 P.M (GMT -5) PARALLEL SESSIONS

Language assessment literacy 1	Language assessment literacy 2	Professionalising English assessment in learning systems 1	Operationalising the ESP construct
<p>13:45 - Creating assessments that promote learning  Susan Jones</p>	<p>13:45 - Self-assessment and achievement tests: a case of high school students  Eliana Kobayashi  Sandra Gattolin</p>	<p>13:45 - How an external test affects instruction in an EFL program  Lourdes Rey  Rodrigo Rodriguez</p>	<p>13:45 - Developing job profiles: measuring English for professionals  Mónica Rodriguez</p>
Assessing productive skills 1	Assessing productive skills 2	IELTS Strand	Assessment in times of crisis
<p>13:45 - Expressing test performance (writing, speaking) in terms of the CEFR  Suzanne Springer  Martyna Kozłowska</p>	<p>13:45 - Off-topic and out of luck? Examiners' views of topic relevance  Dylan Burton</p>	<p>13:45 - Investigating the impact of time constraints on an expeditious reading task  Richard Spiby  Tony Clark  Elaine Schmidt</p>	<p>13:45 - Fostering large scale assessments and evaluation tools in times of crisis: The Colombian case  Natalia González</p>

Meet our partners

Scheduled presentations. Please check conference website for details

14:20 - 15:00 P.M (GMT -5) PLENARY: UNPACKING THE CONCEPT OF LANGUAGE ASSESSMENT LITERACY FOR ALL KEY STAKEHOLDERS

 Dr. Beverly Baker

15:05 - 15:15 P.M (GMT -5) DAY 1 SUMMARY AND CONCLUSIONS

 Jamie Dunlea

7:35 - 7:55 A.M (GMT -5) ENGLISH EVALUATION IN LATIN AMERICA: A SNAPSHOT ON WHERE WE ARE TODAY

8:00 - 9:00 A.M (GMT -5) PANEL: ASSESSING SPEAKING AT NATIONAL LEVEL

● Panellists: Gabriela Kaplan | Jin Yan | Neus Figueras | Adriana Paola Bendek | Gladys Quevedo-Camargo | Ivonne de la Caridad Collada Peña
Chair: Carolyn Westbrook

9:05 - 10:10 A.M (GMT -5) PARALLEL SESSIONS

<p>Language assessment literacy 1</p> <p>9:05 - Classroom observation instruments: lessons in design, evaluators training and application ● Julian Mariño ● Yadira Gómez ● Adriana Molina</p> <p>9:40 - Mediation: translating theory into meaningful classroom and assessment practice ● Victoria Clark ● Mark O'Sullivan</p>	<p>Language assessment literacy 2</p> <p>9:05 - Exploring Foreign Language Novice Language Teachers' Assessment Practices and Challenges ● Gabriel Cote Parra ● Alexis López Mendoza</p> <p>9:40 - Practicality, flexibility and creativity in formative assessment: a case study from the British Council's teaching centre network ● Aidan Holland</p>	<p>Professionalising English assessment in learning systems 1</p> <p>9:05 - Customer service development in global education systems ● Navil Chowdhury ● Simon Higginson</p> <p>9:40 - The role of specifications and sample items in item-writing ● Olena Rossi</p>	<p>Professionalising English assessment in learning systems 2</p> <p>9:05 - Teacher activity group on remote teaching ● Sirin Soyoz Yilmaz</p> <p>9:40 - Pursuing fair testing practices at a Colombian university ● Elsa Adriana Restrepo ● Edgar Picón-Jácome</p>
<p>Assessing productive skills 1</p> <p>9:05 - Rater perceptions of on-topic versus off-topic performance in a B2 level speaking task ● Judith Farbaim</p> <p>9:40 - Language assessment literacy and professional development of pre-service language teachers ● Frank Giraldo ● Daniel Murcia Quintero</p>	<p>Assessing productive skills 2</p> <p>9:05 - Investigating scale length and inter-rater reliability in auto-rated assessment ● William Bayliss</p> <p>9:40 - Argumentation skills: a peer assessment approach to classroom discussions ● Diego Ubaque</p>	<p>IELTS Strand</p> <p>9:05 - When decision-makers lack the necessary language assessment literacy ● Misty Wilson</p> <p>9:40 - Comparing Tests: Is My Mojito Your Mojito? ● Barry O'Sullivan ● Nick Saville</p>	<p>Meet our partners</p> <p>Scheduled presentations. Please check conference website for details</p>

10:15 - 10:30 A.M (GMT -5) BREAK

10:35 - 11:05 A.M (GMT -5) PARALLEL SESSIONS

<p>Language assessment literacy 1</p> <p>10:35 - Empowering educators: understanding and using English assessment scores ● Heather Koons</p>	<p>Language assessment literacy 2</p> <p>10:35 - Moving toward Authentic Assessment as part of a curricular renovation ● Lawrence Berlin ● Juan Felipe Zuluaga Molina</p>	<p>Operationalising the ESP constructs</p> <p>10:35 - To trust or not to trust: avoiding fraud completely ● Thomas Treutler</p>	<p>Assessing productive skills</p> <p>10:35 - 1, 2, 3 Valle Speaks. A placement test proposal ● Rafael Hernandez ● Adriana Valencia</p>
<p>IELTS Strand</p> <p>10:35 - Crisis, Collaboration, Recovery: IELTS and COVID-19 ● Tony Clark ● Richard Spiby ● Reza Tasviri</p>	<p>Assessment in times of crisis</p> <p>10:35 - Assessing undergraduate English teacher trainees in pandemic times. An experience from Cuba ● Isora Justina Enriquez Ofarril</p>	<p>Meet our partners</p> <p>Scheduled presentations. Please check conference website for details</p>	

11:10 - 11:50 A.M (GMT -5) PLENARY: DEVELOPING A LOCALISED SEMI-DIRECT SPEAKING TEST FOR YOUNG LEARNERS IN URUGUAY

● Dr. Fumiyo Nakatsuhara
● Dr. Gabriela Kaplan

11:55 - 12:35 P.M (GMT -5) CLOSING CEREMONY

12:40 - 13:10 P.M (GMT -5) NETWORKING ACTIVITY AND PRIZE DRAW